

LB 31525
R4

OUTLINES OF

Elementary Reading Lessons.

By REBECCA D. RICKOFF.

D. APPLETON & CO.

APPLETONS' READERS.

Some Distinguishing Features.

Modern Methods made easy.—Education is a progressive science. Methods of the last century must be discarded. The question "How shall we teach reading?" is fully answered in these books, and teachers who have adopted and followed this method have greatly improved their schools.

Word and Phonic Method.—By taking at first words with which the child is quite familiar, and which contain sounds easily distinguished and continually recurring, both teacher and pupil will find the sounds a great help in reading new words as well as in acquiring a distinct articulation.

Spelling.—Words selected from the lessons are given for spelling with each piece, thus affording the best opportunity for oral and written spelling-lessons as well as for definitions. In the Third, Fourth, and Fifth Readers, graded exercises in spelling analysis, together with daily lessons of words often misspelled or mispronounced, are placed in the Appendix for constant study. With these Readers no "Speller" will be needed.

Illustrations.—The illustrations are beautiful and attractive, and are well adapted to serve as a basis for the language and thought lessons that are so prominent in these books.

Helps for Teachers.—Teachers will find in these books a simple plan that will greatly aid them; while the notes, questions, and suggestions will help the teacher to impart the most instruction and the best culture, which makes the reading-lesson something more than a mere naming of words.

Oral Reading.—Proper oral expression depends on the sense. Get the sense of each extract and the correct oral expression will be an easy matter. This is the key-note to Professor Bailey's excellent lessons on accent, emphasis, inflection, and general vocal expression, that are placed as reading-lessons in the Third, Fourth, and Fifth Readers.

Selections.—The selections embrace a wide range of thought, showing from the simple stories for children in the earlier books, to the extracts from the best authors in the Fourth and Fifth, unity of design and a just appreciation of the needs of our schools.

Endorsements.—These Readers have received the endorsement of nearly every educator of note in the United States, but the best proof of their merits is found in the great improvement manifested everywhere they are used.

D. APPLETON & CO., Publishers,
New York, Boston, Chicago, and San Francisco.

OUTLINES OF LESSONS

AND

Synopsis of the Method and Plan

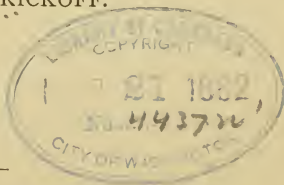
OF

Appletons' Elementary Reading Charts.

WITH HINTS TO THE TEACHER.

BY

REBECCA D. RICKOFF.



COPYRIGHT, 1882.

*Wm. H. Appleton,
100 Nassau St.*

LB1525
. T4



APPLETON'S
Elementary
READING
Charts

BECCA PICKOFF

D. APPLETON & CO. NEW YORK, BOSTON & CHICAGO.

Copyright © 1884 by D. Appleton & Co.

A SYNOPSIS OF THE METHOD AND PLAN OF THE CHARTS.

THE WORD AND PHONIC METHOD is too often understood to mean merely the union of *naming words at sight* with *spelling words by sound*; that the Word and Phonic Method as used in APPLETONS' READERS means much more than this, it is the aim of these Charts to illustrate. It is their design to set forth, in a graphic way, the importance of the word as a whole; the principle which underlies the representation of an idea by a printed word; the relations of the words, one to another, in phrase and sentence; and the value of phrasing as a means of making the thought clear.

Another feature of the *Appleton Method*, one which is prominent in the First Reader and is given its due importance in the Second, is here treated at much length, and "pictured out" in a way that, it is hoped, will prove acceptable to both teacher and pupil. It is *the obtaining of the correct sound of the letter from the analysis of the spoken word*. It takes a trained ear to detect the difference between the sounds of letters given singly, especially if those sounds bear a strong resemblance to each other, as they often do. Children's ears are not trained, nor have they habits of close observation; hence it is exceedingly difficult for them to detect differences—as, for instance, between the sounds of *m* and *n*, *d* and *t*, *ě* and *ĩ*, if those sounds are given to them simply as independent sounds which they are to use in making out, or making up, words. The children may pronounce the sounds correctly while imitating the teacher, but when making an effort on their own part they are apt to become confused, and, being unable to decide as to the

correct sound of a letter, have no means of setting themselves right. If, however, they have first obtained the sound from the slow pronunciation of some well-known word, and know that they have thus obtained it, then not only does "the sound become a key to the word," but *the word also becomes a key to the pronunciation of the sound*. Take, for example, *pen* and *pin*. How much more readily does the child recognize the difference between the sounds of *ě* and *ĩ* if he knows that *pen*, spoken slowly, gives *ě*, and *pin*, spoken slowly, gives *ĩ*, than if he is simply told that one is *ě* and the other *ĩ*! And how much more helpful is the knowledge *gained* in the first way than that *given* in the second!

Upon this principle of *using a familiar, spoken word as a key to the correct enunciation of a new sound, and then the sound thus learned as a key to the pronunciation of other words*, is each new sound introduced into these Charts. The number of sounds which are thus carefully introduced is thirty-eight.

THE PICTURE-PHRASES are intended to teach the words *a*, *the*, *and*, and similar words, in such a way as to make their relations and subordination to other words very clear to the child; and to train him to pronounce them, in connection with other words, both readily and correctly. They are also used further on to add interest, variety, and sprightliness to the reading-lessons, so that each lesson, being filled with thoughts which *can* be given with expression, becomes in truth a *reading-lesson*, and not a mere pronouncing of words.

THE FIRST CHARTS contain, designedly, few *words*, in order that the forms of these first words may be vividly

impressed upon the child's mind, as they could not be if his attention were divided among many words at this time. Once the habit is acquired of recognizing printed words as standing for ideas, less confusion is likely to arise from seeing a greater number of words at once.

AN OBJECT-LESSON ON A PRINTED WORD.—When a child recognizes and names a word at sight, he does it in the same way that he recognizes and names a chair, or any other object, by means of the mental picture of the *whole thing* which is formed in his mind and his recollection of the name associated with it; but no sooner has a bright child learned to recognize a thing as a whole thing, be it a chair or a word, than he begins to perceive that this whole is made up of parts. The teacher, desiring to develop her class, as the bright child unfolds under happy influences, avails herself of this tendency on the part of the children, and, by means of a simple object-lesson, leads them to see not only that the word has parts, but also to discover the number and order of those parts and to name them, since they are things to be talked about, compared with other similar things, and also drawn—to name them, either as first part, last part, and middle part; or, if she prefers it, by the names of the letters. Most teachers who have had experience in teaching the phonic analysis of words insist, however, that learning the names of the letters at this stage, or, indeed, until some time after the child has learned to “sound” the word with readiness and certainty, interferes greatly with his progress. This analysis of a printed word into its parts is the first step in learning to spell, but it is a step which is too often taken unconsciously on the part of the teacher as well as the pupil;

while if it were taken consciously, as a lesson given with a clearly defined aim, it would be taken more firmly and with more lasting results.

Children when required to reproduce, either in printing or writing, a word which they are just learning, will often reproduce the parts of the word, but fail to get them in the right order, writing the word backward, or getting the wrong letter in the middle, or sometimes repeating one of the letters, thus getting the right *number* of parts, but making a mistake as to order of the parts or the form of one part. In very rare cases the child may fail to get the right number of parts. The mistakes of this character made by children are as many and various as the parts of the word will permit. All such cases show the need and importance of *Object-Lessons on Printed Words*.

LEARNING WORDS BY SIGHT.—It is intended that words shall be learned by sight alone until Chart XI is reached. Although many lessons, much practice in reading sentences, and considerable knowledge as to the construction of words and phrases, are included in the lessons given previous to this Chart, the number of words learned is not great. Of these, *a, my, the, is, on, Lily, black, and it*, are words which the child will have frequent need to use before he has acquired the ability to analyze them into their sounds; therefore it is recommended that he learn these as whole words only, and that his attention be *not* directed to their parts. It is desirable that during this stage *the object-lesson should be reserved as the stepping-stone to the phonic analysis of the word*. The other words, *cat, and, has, man, mat, and rat*, being words which he is soon to analyze into their sounds, object-lessons should be given upon them.

STUDYING THE PHRASE.—Object-lessons should be given upon the phrases also, to the extent of directing the child's attention to their parts and the order of parts. By using the word "phrase" in connection with the inclosed groups of words, the child will come to have a notion of its meaning without need of explanation.

THE FIRST STEP IN PHONIC ANALYSIS, OR EAR-TRAINING.

One can pronounce well only what one hears well.

The child should learn words by sight alone, as they are carefully pronounced for him, until he has become accustomed to the use of printed words; then he should be helped to the power to make out *printed* words for himself, BUT NOT UNTIL THEN. In the mean time, however, his ear should be trained and his mind awakened to a perception of the fact that *spoken* words, which at first seem to him whole things, are made up of parts. Each reading-lesson should be accompanied by exercises in pronouncing words slowly and more slowly, until he recognizes, in a half-unconscious way, this fact. For example, the teacher, choosing a word containing sounds which the children are soon to learn, pronounces it in a low voice, very distinctly and quite slowly, and asks them what it is. If they do not get the word, she speaks it a little faster until they do. A pleasant variety may be obtained by having some of the children speak words slowly for the teacher, or their classmates to pronounce. All these exercises train to careful pronunciation.

By object-lessons on printed words and exercises as

above suggested, the child is prepared to comprehend easily and clearly the lessons given in Chart XI. Now, for the first time, he *analyzes a printed word into the sounds which its parts represent*, and discovers the correspondence between the sounds of the spoken word and the parts of the printed word.

“BY SIGHT ONLY.”—After the lessons upon Chart XI, the child should no longer be confined to learning all words by sight alone. Now, only those words too difficult for him to analyze, either from their construction or his want of knowledge, and which yet form a necessary part of his vocabulary, are to be thus learned. All such words appear on the charts under the above heading.

“BY SOUND.”—All other words introduced into the lessons are intended to be learned first as wholes, then to be studied as to their parts, then analyzed by the teacher on the blackboard in the same way that the word *rat* is analyzed in Chart XI, and a careful study made of the correspondence between the sounds of the spoken word and the parts of the printed word.

THE NEW SOUNDS which each chart is designed to teach are indicated in every case on the chart, thus serving as a constant index of the sounds learned.

Reviews.—To avoid the unpleasant necessity of reviewing a lesson whose freshness and interest have been exhausted in the study of it, great care has been taken to introduce each new word and sound into the lessons immediately succeeding the one in which they are first presented; and, so soon as the number of words and sounds learned warrants it, to sum them up in reviews designed, by their variety, not only to interest the child, but also

the more thoroughly to test his knowledge. The reviews consist of—

EXERCISES FOR DRILL in the ready pronunciation of detached *known sounds* ;

EXERCISES FOR TESTING the child's power to make out for himself *new words* composed only of *known sounds* —the making out of these words thoroughly tests the child's knowledge of *all* the sounds of which they are composed ; and exercises in

MAKING NEW WORDS with sounds already learned ;

EXERCISES FOR DRILL in the ready pronunciation of *known words in columns* ;

TEST EXERCISES for the off-hand reading of *new sentences* containing only *known words*.

THE TABLES OF SOUNDS contain all sounds learned up to the Chart displaying the table ; and the *Word-Columns* contain, in like manner, all words learned, until the number of words becomes too great, when only the more recently learned or more difficult ones are reviewed.

DIFFICULT SOUNDS, as *sh* and *ch*, *x*, *qu*, etc., are “ pictured out ” so that the child's eye may assist his ear and imagination. It is hoped the teacher may, by means of stories, pictures, and other devices, carry out this idea with other sounds.

THE ALPHABET.—The name of each letter may be learned when the letter is first discussed as a part of the printed word, or later, according to the teacher's views upon this point. When, however, the child has gradually learned to name them all, so that he can call them readily at sight, he should be taught, for obvious reasons, to repeat them in the *order* of the alphabet.

PREPARATION FOR SLATE-WORK.

THE PICTURE-SLATES.—The first thing a child needs to learn about his slate is the name of its parts and the application of the terms used in relation to it in the school-room. These terms, simple as they seem to us, are ambiguous, and apt to confuse the children. It is, therefore, best for the teacher to begin the child's instruction in Slate-Work with simple and easy

OBJECT-LESSONS, which shall teach him the names of the parts of the slate, accompanied by exercises in handling and using the slate, *designed to deepen the impressions obtained in the object-lessons*; accompanied also by

LANGUAGE-LESSONS, designed to train him in the correct use of the terms employed by the teacher, and the proper manner of expressing himself in school. These being among the very first lessons and exercises which the child receives in school, they must be exceedingly elementary, very short and very simple. As suggestions to the teacher and as aids to her in conducting the lessons, the picture-slates are here given. Each slate indicates on its face the points to be made—enough for several exercises on each; each slate also serves as a model for the children to copy after the exercises are completed, thus providing “an occupation,” and at the same time a review.

The mistake most likely to be made by inexperienced teachers is that of not making the lessons simple and short enough. At this stage, no exercise should occupy the attention of the class for more than five minutes; this, of course, does not include the time taken to prepare the class for the exercise, but only the time during which they are required to give keen and close attention to the lesson.

Under the head of "*Outlines of Lessons*," page 17, will be found little formulas showing how short and simple these exercises may be made.

THE OUTLINE PICTURES.

These pictures are intended to afford occupation and entertainment for the children during the very first days, before they have learned to read, print, write, draw, or perform any of the school exercises. Their first purpose is to afford occasion for

FAMILIAR CONVERSATIONS about things which will be more interesting to the children than the unattractive "*Things in the School-room*." The objects are presented in the most meager outline, for the purpose of giving the children opportunity to indulge their own imaginations and ingenuity in filling them up. The plan is to have the children tell a story under the guidance of the teacher about the things here represented; the story should be the joint production of the class, and not the work of one or two bright pupils; all should be encouraged to take part. The method of these

LANGUAGE-LESSONS should be almost directly the opposite of that used in the lessons which accompany the exercises on the slate. *Those are training-lessons; these are developing-lessons.* Here, all effort should be, as far as possible, *spontaneous*, tending to develop individuality; therefore the greatest freedom of expression should be encouraged, the teacher refraining from criticism of all except egregious blunders. The same method should be employed in the drawing-lesson, or, more properly speaking, the

PICTURE-MAKING.—It is not the purpose here to teach

drawing as that term is generally understood, but to afford a pleasant "occupation," and practice in the use of the slate and pencil. It is not to be expected that the children will draw these things well; they will only draw at them. The purpose is not to get fine lines or good pictures, but simply to induce the child *to express a thought in lines*. These drawings are so arranged, that in each set there are some of the very simplest forms for the least apt pupils; more difficult ones for brighter pupils; and last, the human form, the most interesting and attractive of all, for the brightest ones. It will be well for the teacher to allow each child perfect liberty of choice as to which object he will draw, provided he *attempts something*, for this, although it should be pleasant work, and partake of the character of play, is still a *task*, and all tasks must be performed for the sake of moral discipline and in behalf of the good cause of obedience. But it must be the teacher's *most sacred duty* to see that *every task be commensurate with the child's ability*.

SCRIPT.

READING SCRIPT.—To simplify as much as possible the child's first lessons, and *to avoid cramming*, with its dazzling results, the reading of script should not be undertaken until the child has had considerable practice in reading print. Then the reading of script follows naturally, and, if introduced with proper regard to the use of known words and sounds, thus presenting to the child but the one difficulty of learning the new kinds of letters, becomes an easy and novel exercise, in which he has the pleasure and stimulus of rapid progress.

WRITING.—This is a very taxing occupation, and one

which the little child is by no means prepared to undertake upon his first entrance into school. It should be preceded by a great variety of exercises for using the slate and pencil—exercises which, without making any strain upon him, will develop his understanding and train his eye and hand. The slate exercises provided for in these charts are designed to serve this purpose. By their means the child is kept pleasantly and profitably occupied during the trying days of the first weeks of school, and does not *need* to learn to write in order *to keep him busy*, as is the case where no “slate-occupations” are provided for. As soon as he is prepared for it—it must rest with the teacher to decide when this time has arrived—there should be introduced gradually, among the other exercises, practice in making accurately and with easy movement the elements of script letters.

THE ELEMENTS OF WRITING are presented upon picture-slates on Chart XLIV. They begin with simple straight lines and advance to completed letters. These picture-slates show the ruling of the slates needed to secure the correct proportions of the letters and the proper spacing of letters and words, to all of which points the child’s attention should be directed from the beginning of this kind of work.

THE SCRIPT ALPHABET, which is given in the next chart, contains all the letters of the alphabet. From this chart the child may learn to name the script characters after he has become thoroughly well acquainted with the corresponding Roman letters. As it is presumed he will have learned the alphabetic order of the letters before he will be prepared to learn it here, the letters are not given in that

order, but in the order of their simplest forms, for the purposes of the writing-lessons.

THE FORM-CHART illustrates the fundamental forms with which children come most commonly in contact. It is intended to teach the names of these forms and the terms employed in speaking of them. It affords the teacher an opportunity to make very interesting to the children the development of one form from another, as the sphere from the circle, etc., according to the manner in which such ideas are developed in the Kindergarten.

PART II is to be used after the class has finished the first part of the First Reader. It gives opportunity for Class-Drill upon the long sounds of the vowels, Class-Exercises in reading script, and teaches the use of *e* final.

LANGUAGE-LESSONS.

THE PHRASING in the first Charts, which is, in each case, as much a lesson in the fundamental principles of language as in reading; the *Training in the Correct Use of Language* which should accompany the slate-exercises; the *Story Telling* connected with the outline pictures; the *Familiar Conversations* for the purposes of which the large illustrations have been specially designed; and the *Descriptive Conversations* which may be held about the animals and objects in the smaller cuts—all show that these Charts are as well adapted for language-lessons as for reading-lessons. Such, at least, is the hope of the author, who, in the belief that the union of language and reading is one which, in the early stages, if not in all, of the child's education, admits of no separation, has sought by every means to accomplish this adaptation.

HINTS TO THE TEACHER.

PREPARATION FOR THE LESSON.—The first Charts are so full of things new and interesting to the children that the teacher will find difficulty in confining their attention to the points of the lessons she wishes to teach, unless she takes certain precautions. One is, to pin a paper over the lower part of the chart, or otherwise cover it, so as to hide the slate and the drawings. Another is, to place the chart thus prepared so that all the class can see it. The children should not be permitted to talk to each other, or even to the teacher about it, but simply to look at it. Thus each child will get his own independent impression of the chart, and, having gratified his curiosity, will be more ready to attend to what the teacher has to say. This might be called “studying the lesson.” Of course, this should not be continued beyond a few minutes, lest something of the freshness that interests be lost. In like manner, to enable the child to concentrate his attention upon the lesson, the drawings should be kept covered during the lessons upon the slate.

The teacher should have prepared beforehand a story to tell about the illustration, for which the children will be very grateful. After the story, a conversation should be held about both the picture and the story. This conversation should have special reference to the points to be made in the reading-lesson.

The animals and objects in the smaller cuts may also be talked about, after the manner of object-lessons, as to their parts, use, form, etc. These conversations should be pointed, bright, and *short*, not occupying more than a few

minutes at a time. They should be interspersed among the other exercises of the day, thus giving the desirable frequent change. To get the best results from these stories and conversations, they must be planned beforehand, as well as the manner of bringing them out.

In teaching words by sight, much attention should be given to the practice of having the children close their eyes and form mental pictures of each word. Special attention should be given at this time, also, to the correct pronunciation, and clear enunciation, of all the words of the reading-lesson; this will cause the child to acquire the habit, *in the beginning*, of attending to the pronunciation of the words he reads. But the teacher must be careful not to be so exacting in this as to weary the children; she must not require that they get it right, but only that they *try* to get it right. The power of *gradual* growth is nowhere more potent or more beneficial than in primary-school work. *Commend the effort, whatever be the result.* Have frequent drills in pronunciation as a concert exercise, and frequent trials of skill in the pronunciation of a column of words. These exercises should be independent of the reading-lesson, and will be greatly enjoyed by the children.

THE MENTAL PICTURE.—It is not probable that the children will succeed at all well in their first endeavors to recognize consciously the mental image; but daily repetition will train even the most unpromising child to the habit, and will develop in a wonderful degree his power of *picturesque* memory. A person who writes a word in order to find out how to spell it, makes an appeal to his memory of form, and it is by cultivating this faculty that we can make the children good spellers.

VOCAL DRILL.—By the time the reading-lesson, with its story and conversation, is ended, if it has been full of interest and snap, the class will naturally be out of order. The teacher restores order, attends to the position of the children—erect pose, shoulders back, chest expanded, head up—and gives them a short drill on some of the round vowel-sounds and lower musical notes to develop the organs of speech. Then she adds an exercise like the following, making a special point of correct pronunciation:

“What is the word you have learned to-day, children? Say it all together, *very softly*—this way (she shows them). Now say it loud—this way. Whisper it now—this way. And now you may say it nicely and pleasantly as you do when you are talking. Now say it slowly—very, very slowly.” She calls upon the children to pronounce the word, as she points to it in different places, requiring one child to pronounce it softly, another loudly, another quickly, another slowly.

IN THEIR SEATS.—The children being in their seats, the teacher places the Chart, having upon it the lesson which they have just had, where all can see it, and leaves it to do its silent work. She allows the children to make pictures of the cuts and the words which they have just studied, but does not in the early stages require this. She does, however, require the children to find in their books the words, and, if possible, the pictures of objects corresponding to those on the Chart before them.

At an appropriate time she visits each desk and has each child show her the word and the picture he has found, and also what he has made upon his slate. If he has not attempted anything, she shows him how to make something.

(PHOTOGRAPHIC REDUCTION.)

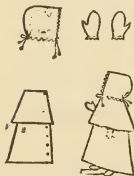
No. I.



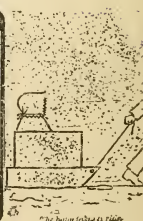
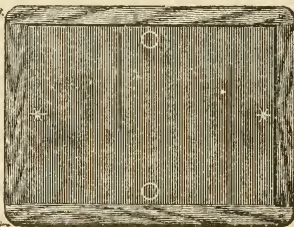
cat

PREPARATION FOR SLATE WORK.

The baby's hood. The baby's mittens.



The baby's cloak. The baby is ready.



The baby looks as nice.

OUTLINES OF LESSONS.

Believing that each teacher should claim her right to teach according to her understanding of the best methods which she can command a knowledge of, the author makes these suggestions, not for the purpose of showing what MUST be done in order to make good use of these Charts, but simply to illustrate what MAY be done, and ONE way of doing it.

CHART I.

THE LESSON.—The teacher tells a story about a cat, adapting the description of the cat to the picture on the Chart; then shows the picture of the cat to the class; holds with them a conversation about the picture and the story; and points out the word *cat*. “What does this picture make you think of? And this word *cat* must make you think of the cat, just as this picture does. Who can touch the *picture* cat? What does it make you think of? Who can touch the *word* cat? What must it make you think of?”

THE MENTAL PICTURE.—The teacher begins right here to accustom the children to the practice of closing their eyes and trying to see with the mind’s eye the mental image of the thing just seen by the physical eye—in this case, first the picture cat and then the word *cat*.

PRONUNCIATION-DRILL.—The above exercise should be followed by a drill, both concert and individual, upon the clear enunciation of the word *cat*.

SLATE-WORK.

Exercise I.—Slate proper; frame of slate; long side;

(PHOTOGRAPHIC REDUCTION.)

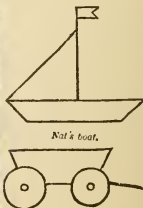
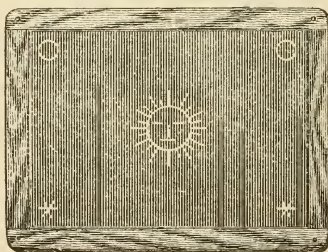
No. II.



PREPARATION FOR SLATE WORK.



Nat.



Nat's boat.

Nat's wagon.

short side; lay the slate *lengthwise* on the desk, thus illustrating the meaning of the word *lengthwise*.

Exercise II.—Top of slate; bottom; right side; left side. Make rings and stars anywhere upon the slate.

Exercise III.—Middle of top; of bottom; make ring at top; at bottom.

Exercise IV.—Middle of right side; of left side. Make star at right side; at left side.

Exercise V.—Review. Make slate look like picture-slate.

CHART II.

This Chart is designed to teach the children to read with correct pronunciation the word *a* when associated with other words. The correct pronunciation of this word is the same as that of the first syllable of *ahead*, *afraid*, *ago*, and similar words, "when they are pronounced, or very nearly so, as if they were spelled *ah-head*, *ah-fraid*, *ah-go*, and not as if spelled *āy-head*, *āy-fraid*, *āy-go*."

Lesson I.—Pointing to each of the pictures standing alone, the teacher asks, "What is this?" The children answer, "A house!" "A hat!" "A bird!" The teacher repeats the questions, and the children the answers, until the teacher has fixed their attention upon the fact that they speak a little word before they speak the words "house," "hat," "bird." She does not give it to them as a separate word, but only in connection with the noun, and is thus enabled to preserve the correct pronunciation of it.

When their attention has been sufficiently directed to

this point, she says, "Now I will show you what you said," and points to the picture-phrases—



She talks with the children about these phrases, shows them how the *picture* house stands for the *spoken word* house, and how the little word before the picture stands for the little word they said before the word house. She asks: "Who can touch the picture house? Who can touch the little word which comes before the picture? Who can tell what this phrase says?" (running the pointer around it). Another time she asks, "Who can *read* this phrase?" By hearing the word *phrase* used in this way while the teacher indicates what the phrase is, the children soon come to understand the application of the word.

Lesson II.—When the children have a pretty good notion of the points made above, and know what it means "to read" the picture-phrases, the teacher directs their attention to the next step on this Chart. "Who can find the *picture* cat?" "Who can find the *word* cat?" "Who can read this phrase?" (pointing to the *picture*-phrase | a cat |). "Who can read this phrase?" (pointing to the *word*-phrase | a cat |). She leads the children to see how the picture is replaced by the word, and how the word-phrase should make them think *a cat* just as the picture-phrase does.

THE MENTAL PICTURE.—The teacher has the children

practice recalling, or the endeavor to recall, the mental picture.

PRONUNCIATION-DRILL.—These lessons should be accompanied by drill-exercises upon the pronunciation of phrases consisting of the word *a* and some familiar noun. Nouns beginning with *h* are best suited for this exercise, as the aspirate *h* compels the child to make a slight pause after the word *a*, and so makes the point clear. Words beginning with *e* are also good. A happy plan is to have these phrases given in answer to the question *what*; as, “What does a man drive a nail with?”—“A hammer.” “What is a two-wheeled wagon called?”—“A cart.” “What animal gives milk?” “What animal draws a carriage?” etc.

SLATE-WORK.

Exercise I.—Slate has corners; four corners. Make a star in a corner; in another corner; in another corner; in another corner. How many stars?

Exercise II.—Slate has upper corners; lower corners. Two upper corners; two lower corners. Make rings in upper corners; stars in lower corners. How many rings? How many stars?

Exercise III.—Slate has two upper corners; right-hand upper corner; left-hand upper corner. Make star in one and ring in the other.

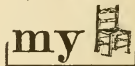
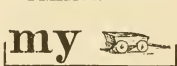
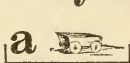
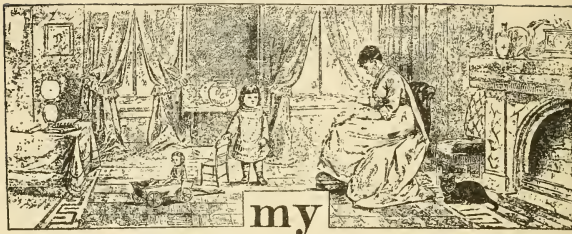
Exercise IV.—Slate has two lower corners; right-hand lower corner; left-hand lower corner, etc.

Exercise V.—Make rings and stars in corners, as in picture-slate. *Middle* of slate does not mean center, but middle part of slate. Make large ring, or picture of the sun, in middle of slate.

(PHOTOGRAPHIC REDUCTION.)

No. III.

LITTLE LILY LEARNING TO SAY "MY."



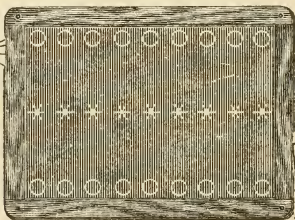
a cat

my cat

PREPARATION FOR SLATE WORK.



Ann in her garden.



Ann's spade.

Ann's rake.

CHART III.

The teacher tells a story about little Lily learning to use the word *my*; holds with the children a conversation in which *they* use the word *my*; teaches them to recognize the word at sight; to find it in different places on the chart; to point out the parts of the different phrases; and to read the phrases, as on Chart II.

THE MENTAL PICTURE.—The teacher has the children practice recalling, or the endeavor to recall, the mental pictures of the words and phrases just learned.

PRONUNCIATION-DRILL.—Drill in the correct pronunciation and clear enunciation of familiar words.

SLATE WORK.

CHART III.—*Exercise I.*—Draw a line across the top of slate from left to right side; across the bottom of slate; across the middle.

Exercise II.—Make a horizontal row of rings; a horizontal row of stars.

Exercise III.—Make a row of rings across the top, from left to right side; across the bottom; a row of stars across the middle.

CHART IV.*

Lesson I.—The teacher tells a story about little Lily, her cup, chair, cat, etc.; holds a conversation about Lily—Lily's cup has her name on it; children learn to read Lily's name; read the phrases containing *my*.

Lesson II.—The purpose of this lesson is to teach the children to read with *correct pronunciation* the word *the*

* See next page.

No. IV.

LITTLE LILY IN THE KITCHEN.

my 

my 

my cat



the 

the 

the 

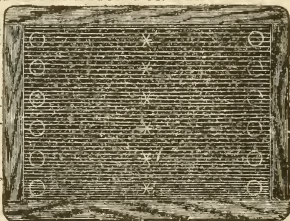
Lily

the 

Lily

the cat

PREPARATION FOR SLATE WORK.



when associated with other words. Of the pronunciation of this word, Webster says, "In connection with other words, it usually suffers a shortening or corruption of its vowel, being pronounced *thĭ*, or very nearly so, before a word beginning with a vowel-sound, and *thŭ*, or very nearly so, before a word beginning with a consonant-sound." Words beginning with the sound of *t* will be found best suited for practice in this exercise, as the sounding of this letter almost compels a shortening of the vowel in *the*.

The teacher tells a story about little Lily naming things in the kitchen. The children point out and name things they see in the picture, using *the* before each noun. The children learn the printed word *the*, and study and read the phrases as in the previous Charts.

THE MENTAL PICTURE.—The teacher has the children practice recalling, or the endeavor to recall, the mental picture.

PRONUNCIATION-DRILL.—Phrases suitable for this exercise: *The top, the trumpet, the tree, the trap, the thumb, the thimble*. The pronoun *my* may be used in alternation with *the*, the last being always used in the first phrase, as there will be a tendency to emphasize it if it comes in the second phrase.

SLATE-WORK.

CHART IV.—*Exercise I*.—Draw a line down the left side; down the right side; down the middle.

Exercise II.—Make a perpendicular row of rings; a perpendicular row of stars.

Exercise III.—Make a row of rings down the left side; down the right side; a row of stars down the middle.

OBJECT LESSON ON PRINTED WORD,

cat

EXERCISE I

The child discovers that the word has parts, and names the parts as first part last part, middle part; black blackboard work should accompany this and the following exercises.

¹
ca
cat

²
c t
cat

³
at
cat

Exercise II

The child discovers that only a given order of the parts makes the word.

¹
cat
tea

²
cat
ate

³
cat
tac

EXERCISE III

Comparison, cat and not cot, a hunting exercise. This chart can be returned to repeatedly, and these columns used for the hunting out of the other words as they are learned.

cat
can
rat
ran
and

can
ran
cat
pat
mat

and
has
hat
man
cat

* Those teachers who prefer to teach the names of the letters will find such exercises as these especially well adapted to that purpose.

CHART V.

Object-Lesson on Printed Word.

FIRST STEP.—The teacher directs the attention of the children to the word standing alone at the head of this Chart. (To limit their attention to this one word, and thus make more clear and definite the impressions of the lesson, and to avoid any confusion which might possibly arise from their contemplating the incomplete or disarranged words in the exercises below it, a good plan will be to cover them, for the time being.) The children tell the teacher what the word is; she says she will make a word like it on the blackboard. This is the first time she has printed a word for them, and they are curious to see what she will do. She prints slowly and carefully in large letters, the children watching. When she has **c** done, she says: "I have made a part of the word. Who can show me on the chart which part I have made?" She makes the next part, and the children show her on the chart which part that is. She makes the last part, and the children again point out on the chart the part she has made. "Now I have made all the parts. What word have I made?" She has one child touch the part she made first; another, the part she made next; another, the part she made last. "This part I made first, we will call the first part. Why?"—"Because you made it first. Because it comes first."—"What shall I call this part which I made last? Why? And what shall we call this part which comes between the other two parts? Why?" The children point out the first, last, and middle part of the word on the chart.

SECOND STEP.—The teacher prints upon the blackboard

c a, omitting the last part of the word. The children tell what is wrong, and she makes it right. She prints **c t**, this time omitting the middle part of the word. The children correct, as before, and she makes it right. She prints **at**, omitting the first part of the word. The children correct, and she makes it right. The word is, by this time, printed in several places on the blackboard, and one child after another is allowed to rub out some given part of the word, the class deciding if the right part is erased.

The teacher uncovers *Exercise I* on the chart, and allows the children to tell what parts are omitted in the incomplete words, and directs their attention to the form of the omitted part, as it appears in the completed word below.

A conversation about the parts, appealing to fancy and association, will help the children to remember; as: "The first part, **c**, is the letter which is like a ring. It is an open ring—a broken ring." The children make rings in the air with their hands—make broken rings. "The next part, **a**, is the letter that has a pocket. What a big pocket he has! What do boys carry in their pockets? What do girls carry in their pockets? Who of you have pockets? This little fellow with a pocket is what part of the word *cat*? The last part, **t**, is the letter which always carries an umbrella. When do we carry umbrellas? What do we carry them for? Who has carried an umbrella? And this little fellow who *always* carries an umbrella is what part of the word *cat*?"

THE MENTAL PICTURE.—*Practice in forming mental pictures of the parts of the word.* As an accompaniment to this, the children should be required to make the forms of the letters in the air with their hands *while their eyes are closed*.

THE THIRD STEP.—The blackboard being clear, the teacher prints on it the letter **t**, and asks, “What part of the word *cat* is this?” In another place she prints **c**, and asks the same question; in another place **a**, and repeats the question. She asks: “The word *cat* has—how many parts? If I take these three parts and put them together, will they make the word *cat*?” The children are quite sure they will. The teacher prints **atc**. The children tell her what is wrong, and show her how to make it right. The teacher tries again, and prints **tca**. This is corrected, as before. The teacher prints **tac**. The children correct this also. “So, then, we see that if we take the three parts of the word *cat* and put them together, it does not always make the word *cat*. How must they be put together?” The children both show and tell how. This lesson should be reviewed upon the chart, where the form and spacing of the letters is more correct than is possible in blackboard-work. “You are quite sure, if I make the first part first and the middle part next and the last part last, that I shall make the word *cat*? Watch now and see. What must I make first?” She makes **c**. “What must I make next?” She makes **a**, but places it beneath **c**. “What must I make next?” She makes **t** under **a**. The result

is

c
a
t.

 Sometimes the children will think this is just as good as the other way. But, if they are bright, they will correct the *second* mistake, and the result will be

ca
t.

 which, of course, the children will correct.

All the arrangements of letters here presented, together with the mistakes of printing letters upside down or facing the wrong way, will be readily recognized by experienced

No. VI.

LITTLE LILY LEARNING TO USE THE WORD "BLACK"

is

is



is

is

black

black

black

a black 

my  is a black 

a black 

my  is a black 

my  is a black 

teachers as those frequently found upon the slates of beginners, showing clearly how confused are the images formed in the minds of the children.

PRINTING a word is drawing a picture of it, that is, reproducing the form of the thing which the child is learning. This is in accordance with the methods of the schools of science, a fact which those who object to printing seem to forget. Printing will fix in the children's minds, as nothing else can, the forms of the letters, and the number and order of those forms in the word, and, if we are to be *certain* that they have a correct image of the word in their minds, it must form a part of every object-lesson on a word.

Exercise III.—In the word-columns of this exercise *cat* is several times repeated, and there are also a number of words beginning with *ca*, or ending in *at*, which bear a strong resemblance to *cat*, as well as to each other. The finding of the word *cat* in these columns, or, later, of some other of the words as they are learned, is a good test of how well the children know the word.

CHART VI.

After a story about Lily and her things, and how she learned to use the word *black*, and a conversation in which the children use the word, they are taught to read it and find it in different places on the Chart.

The children should first learn to read *all the phrases* in the lesson; then learn the word *is* by using it. For example, they

read [*a black hat*], [*my hat*], [*my hat*] *is* [*a black hat*].

“Who can find the word *is*?” “Who can find it some-

No. VII.



my  and my 

my  and my 

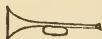
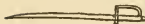
my cat and a black rat

is the cat black?

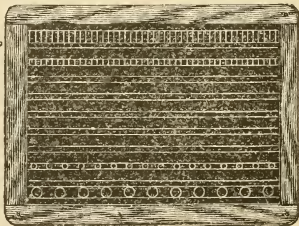
my cat is black.

PREPARATION FOR SLATE WORK.

Nat's sword and trumpet



Nat's soldier-cup



Nat as a soldier

where else?" A child finds it in the next line. The teacher says, "You may read that line (or story)." The child reads, *[my parasol] is [a black parasol]*. "Show me the word *is*." "Find *is* where it stands alone." "Find another *is*."

THE MENTAL PICTURE.—*Practice* in recalling mental pictures.

CHARTS VII, VIII, IX, and X.

By the time the child has learned the words *and*, *has*, *Nat*, *man*, *mat*, *on*, *rat*, and *it*, the new words on these Charts, and has acquired the ability to read readily and with good expression all the sentences, he will have become well accustomed to the printed page and be ready for the new step on Chart XI.

SLATE-WORK.

DICTATION-WORK.—*Review*.—Make a star in middle of left side of slate; in middle of right side; make a ring in middle of top; in middle of bottom; draw a line across the middle of slate from star at left side to star at right side; draw a line down the middle of slate from ring at top to ring at bottom. Where these lines cross is the center of the slate. Make a ring in the center of the slate.

The middle of the slate lies round about this center, as when the teacher says, "Make a house in the middle of your slate." Here we have three different applications of the word *middle* in relation to slate-work. Care must be taken to make such ambiguous terms clear to the children.

CHART VII.—Wide spaces; narrow spaces; head-line (top-line); base-line (foot-line); a straight line standing up; this straight line must begin at the head-line and end at the base-line; a long straight line; a short straight line; a row of long lines; a row of short lines; a large ring in

(PHOTOGRAPHIC REDUCTION.)

No. VIII.



has

Nat has a  and a .

the  has a .

the cat has a .

PREPARATION FOR SLATE WORK.

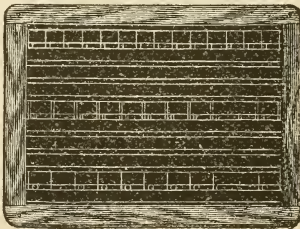
Ann's sun-bonnet



The sauce-pot.



the shoe.



Ann goes to the shop.

a wide space; a small ring in a narrow space. The space between the lines in a row of lines, or between the rings in a row of rings, must be the same; train to good spacing as well as to good lines.

Fancies to arrest Attention and add Interest.

The long lines are soldiers marching down the street. How straight they stand! Their heads touch the head-line, their feet the foot-line. The short lines are boys marching. They keep just the right distance apart—no crowding; the large rings are large oranges for the soldiers; small rings, small oranges for the boys.

The long lines—a high fence; the short lines—a low fence; small rings—marbles for the boys; large rings—hoops for the girls.

CHART VIII.—Observe spacing. If the long line is a cane, what is the short line? Two long lines and two short lines—two telegraph-poles and two lamp-posts; the line and ring—a bat and ball—a stick of candy and an orange.

CHART IX.*—Oranges cut in two: half oranges; a curved line: a left curve—the left side of the orange; a right curve—the right side of the orange; make a row of left curves; make a row of right curves; make a row of right and left curves facing each other, as on Chart.

CHART X.*—By the time the children have reached this slate they will have acquired some little skill in the use of the pencil, and may now be required to make the letters with more accuracy and according to the elements as here given. There are four lessons on this slate, displaying the elements into which the letters may be analyzed and the synthesis of those elements.

* See next page.

No. IX.



man



mat



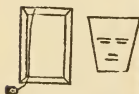
on

the man is on the mat

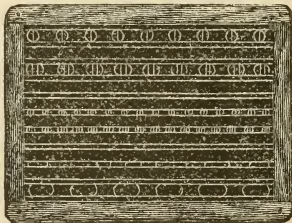
the man has a black 

the man has a  on.

PREPARATION FOR SLATE WORK.



Things that *Net* can draw



Ann's person.

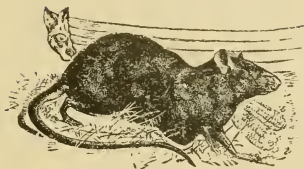


Ann's bag.



Ann's doll

rat
cat



r a t
c a t

a black rat

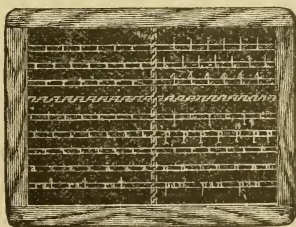
the 

the rat

it is a black rat.

is the cat a black cat?

PREPARATION FOR SLATE WORK.



No. XI.

THE CORRESPONDENCE BETWEEN THE PRINTED AND THE SPOKEN WORD

EXERCISE I

The child discovers that the parts of the printed word stand for the parts of the spoken word.

rat
r a t
[r] & [a] & [t]

EXERCISE II

The child discovers a correspondence between the sounds and number of sounds of the spoken word, as of a and the parts and number of parts of the printed word : as the first sound, the last sound, and the middle sound, and the first part, the last part, and the middle part.

r t a t r a r a
r a t r a t r a t

EXERCISE III

The child discovers a correspondence between the order of sounds in the spoken word and the order of parts in the printed word

t r a a t r r t a
r a t r a t r a t

MAKING A WORD.

The child discovers that the parts of the printed word placed in proper order indicate the sounds he must speak to form the spoken word.

[r] & [a] & [t] = r a t = rat

CHART XI.

I. CORRESPONDENCE BETWEEN THE PRINTED AND THE GOOD SPOKEN WORD.

FIRST STEP.—Review of object-lesson on the printed word *rat*.

SECOND STEP.—Analysis of the spoken word *rat*.

The following is a specimen-lesson of ONE OF THE WAYS in which this analysis has been often conducted by experienced teachers :

a. Practice by the class in the clear enunciation of the word.

b. "Look, children," says the teacher, "and listen"; and she holds up the first three fingers of the left hand, separated just a little, and sounds the word, pointing with a pencil to the index-finger as she sounds *r*, to the middle finger as she sounds *ă*, and to the ring-finger as she sounds *t*.

This she repeats slowly and more slowly, and without question or comment, two or three times, so as to give ample opportunity and time for *all* to see, to hear, and to comprehend. At each repetition she separates the fingers a little more widely, and gives the sounds a little more slowly. She says, "Now I want you to listen and see what I say when I point to this *first* finger"; and she repeats the whole word very slowly as she points to her fingers, dwelling a little on the sound *r*. "Yes, I said *r*. Now listen again and see what I say when I point to this middle finger." As before, she repeats the entire word, dwelling this time on the sound *ă*. "What did I say when I pointed to this middle finger? Yes, I said *ă*. Now I am going to see who will hear the sound I speak when I point to this last finger. You will have to listen well this time, for I am going to whisper this sound." Again she repeats the word slowly, pointing to the fingers. As it is impossible for the teacher to accent the sound *t* without mispronouncing

it, she distinguishes it by whispering it, being very careful to articulate it distinctly. "What was the sound? Yes, I said *t*. R-ă-t."

c. "I wish you, children," says the teacher, "to try now and see if *you* can speak the sound which I speak when I point to this *first* finger." Again she says the entire word with the fingers, dwelling upon *r*. When the children have given the sound, she drills them upon it until they can give it well. She lets them hold the sound as long as she points to the finger. "Now let me see if you can speak the sound I speak when I point to this *last* finger. You must be sharp this time, for this is the sound I whisper: r-a-t. What did I say to this last finger? Yes, that is the sound, but you do not get it right." (The children will almost invariably say *tű*.) "You may whisper it—this way." She both shows and tells them until they can give it well. Then she repeats the word again with the fingers, and has the children give again the sound *t*.

"Now let me see who can give the sound I speak when I point to this *middle* finger. The *middle* finger, remember. Watch now! Listen! r-ă-t. Mary may tell. What do you think I said, Jessie? Harry, what do you think I said? Every one who thinks I said *ă* may hold up his hand. Yes, I said *ă*. You may all say it. Softly!

d. Again the teacher calls for the sounds; but this time she calls for them without first telling the children which she is going to ask for. She calls for the sounds first in their regular order, asking: "What sound must I speak when I point to this *first* finger? What sound must I speak when I point to this *middle* finger? And what sound must I speak when I point to this *last* finger?" If the teacher finds that the children are not able to give the sounds in this way, she reviews the previous steps, and drills them a little in the correct pronunciation of the sounds.

When they can give the sounds readily as she points to the

fingers in order, she then skips about, pointing to the middle finger, the first finger, the last finger, etc.

e. "Well, children," says the teacher, "do you know now all the sounds in the word *rat*?"

"Let me see if you do. Give the first sound. Give the middle sound. Give the last sound."

"Now let us see how many sounds there are in the word *rat*." She sounds the word with the fingers, and holding out the fingers she says: "This is how many sounds there are. Just as many sounds as there are fingers. Now let us count and see how many fingers there are. One, two, three—three fingers." Then she sounds and counts with the fingers: "*R-ă-t*, one, two, three—three sounds. How many sounds are there in the word *rat*?" The teacher now has one of the pupils bring as many little girls as there are sounds in the word *rat*, and place them in a line facing the school. Let us suppose the girls to be named Bessie, Emma, and Hattie. The teacher says: "Now, Bessie is the *first* girl and Hattie is the *last* girl, and Emma is the *middle* girl. Bessie, you are the *first* girl, so you may give the first sound in the word *rat*. And Emma, you are the *middle* girl, so you may give the— Which sound must Emma give? Hattie, you are the *last* girl, so you may give the— Which sound must Hattie give? How many girls are there here? And how many sounds are there in the word *rat*?" The teacher now allows some half-dozen of the pupils in the class to call, each for any sound which he may choose, asking for it as the first sound, middle sound, or last sound. She has the girl representing the sound respond to the call.

This exercise gives a pleasant variety to the lesson, and aids in fixing in the minds of the pupils the idea that the word is separable into distinct sounds; but the teacher is careful not to repeat it often, because so soon as its novelty is gone its chief advantage is lost and it degenerates into a trifling game. The teacher repeats and varies this lesson until she is confident that

her pupils have a clear and definite idea of the analysis of the spoken word *rat*, and that they *know* the separate sounds of which it is composed. The constant recurrence to the fingers aids to fix in the child's mind the order and individuality of the sounds. The fingers are the best aids, better than any other objects, because each child can readily transfer the teacher's action and instruction to his own fingers to aid his memory. Those who are familiar with the average new pupil of the common graded schools, who know his want of knowledge of common things, his entire lack of disciplined attention, and who appreciate the advantage of *developing* a child rather than instructing him, will not need to have urged upon them the importance of giving attention to every minutia of such lessons as this.

THIRD STEP.—Turning now to the Chart, the teacher points to the word *rat* and pronounces it several times, slowly and clearly. Pointing then to the second line, she pronounces it still more slowly and after the following manner: Just as she begins to speak the first sound of the word, she touches with the pointer the first part of the printed word. She allows the pointer to dwell upon this for an instant, then passes it slowly along the curved line, holding the sound, meantime, until the second part is reached. Just as she begins to speak the second sound, she allows the pointer to touch and dwell a moment upon the second part, then passes it slowly along the curve until it reaches the third part, holding the sound of *a* as she did that of *r*. She pronounces the third sound just as the pointer touches the third part. This whole step she repeats slowly and more slowly, and without question or comment, several times, that all may have time to see, to hear, and to comprehend.

FOURTH STEP.—The teacher repeats the previous step, but this time has the children imitate and accompany her in making the sounds.

FIFTH STEP.—Finally, the sounds become so far drawn apart from each other as to appear as distinct and separate sounds, detached and alone, as are the letters, or parts of the printed word in the third line. The teacher directs the attention of the children to this correspondence between the sounds and the parts of the word, and shows them how it takes the three sounds *r* and *ă* and *t* to make the spoken word, as it takes the three letters *r* and *a* and *t* to make the printed word; also, that the order of the letters must correspond to the order of the sounds, and *vice versa*. She teaches them that the letter which is the first part *always* calls for the sound *r*, that the letter which is the middle part calls for the sound *ă*, and that the letter which is the last part *always* calls for the sound *t*. She now calls for the sound indicated by any letter to which she points.

THE MENTAL PICTURE.—*Practice in forming a mental picture of the word rat, viz.:* “Make a picture in your mind of the word *rat*. Show me with your hands how it looks.” This practice of forming mental images should accompany all succeeding lessons, and will not again be referred to.

II. MAKING A WORD.

The following is also a specimen-lesson of the synthesis of the word, presented only as a means of embodying suggestions which can not well be given in any other way:

α. REMEMBERING.—The teacher says: “Children, I wonder how many of you remember what you learned in our last lesson about

the word *rat*? Oh, I see by your looks that some of you remember. Let me see how many of you can tell me some of the things you learned about that word *rat*. All of you who can tell something about it may hold up your hands, and wait until I ask you." She now calls upon individuals, and allows all who can to tell something. In this way she gives the bright ones a chance to show what they have learned, and discovers for herself how much reviewing is necessary to help on the slow ones. Having given this review, the teacher follows it with a short drill upon the correct pronunciation of the separate sounds. The children are now ready for the

FIRST STEP IN THE NEW LESSON.—"I am going to let one of the boys give me one of the sounds in the word *rat*. Fred, you may give me a sound—any sound you choose." Fred gives *ă*. "Robert, you may give me another sound." Robert gives *r*. "Harry, you may give me the other sound." Harry gives *t*. "Now I have three sounds: the one Fred gave me, which was—?" The teacher lets the children fill the ellipses. "And the one Robert gave me, which was—? And the one Harry gave me, which was—? I have these three sounds, and I wish to make the word *rat* out of them."

SECOND STEP.—"Listen, and tell me if I get it right." Pointing to the three fingers as heretofore, she sounds "*t! r! ă!*" That is not right, you say? Why, it had all the sounds in *rat*. Who can tell me why it is not right? Oh, the sounds were not put together right. Well, I will try again. Watch, now, and see if I get it right this time, and all who think I get it right may hold up their hands: *r! t! ă!* What! not a single hand up? Then I must be wrong. *R! t! ă!* Why is that wrong, Julia? Oh, the sounds are not put together right this time either. Well, children, I think I must let you tell me *how* to put the sounds together so as to make the word *rat*. When I point to the first finger, you may give me the first sound." In the same way she

has the children give the other two sounds. "Now," she says, "I will try again"; and, holding up the fingers very far apart, she repeats, in a decided *staccato* style, "*r ! ä ! t !*" She asks the children if that is right, and they answer, "Yes."

THIRD STEP.—"Yes, those are the sounds, and that is the way they should go. Now let us sound them." Pointing to the index-finger, she gives the sound *r*, and holds it while she slowly moves the pencil along to the middle finger, when she gives the sound *ä*, which sound she holds while she slowly moves the pencil along to the ring-finger, when she gives the sound *t*. She repeats this once or twice; then says, "Now let us put the sounds nearer together" (she moves the fingers nearer to each other), "and give them faster this time. Let us sound them faster yet," says the teacher; and she moves the fingers up until they touch each other, and gives the sounds faster and faster, until at last the word *rat* is properly and distinctly spoken. "There, children, what word have we made? Yes, out of the sounds *r* and *ä* and *t* we have made the word *rat*."

b. Making a printed word of the given letters should follow the above exercise. This should be a blackboard exercise. *All* blackboard exercises should be reviewed upon the Chart, because it is from the more perfect form and spacing of the printed word that the child should retain his impressions.

III. "LEARNING HIS LETTERS."

The following is also a specimen-lesson, given by way of suggestion to those teachers who prefer to teach the NAMES of the letters instead of calling them "parts" of the word:

a. Three boys having been chosen to represent the three sounds in the word *rat*, the teacher has them stand in a line with their backs to the blackboard. The first boy represents *r*, the middle one *ä*, and the last one *t*. All this being understood by

the class, the teacher says: "What is the first boy's name? and what sound does he stand for? You may give that sound, Frank. What is the middle boy's name? and what sound does he stand for? You may give that sound, Robert. What is the last boy's name? and what sound does he stand for? You may give that sound, James."

b. "Now I am going to put here on the blackboard a letter which stands for the sound *r*." She prints a large *r* just above Frank's head. "This first boy's name is Frank, and he stands for the sound *r*. Now, this first letter's name is— Who can tell me? And it stands for the sound—? Yes, this first letter's name is *r*, and it stands for the sound *r*. Now I am going to make a letter which stands for the sound *ā*." She prints a large *a* above Robert's head. "What is the middle boy's name? and what sound does he stand for? And this middle letter's name is—? And it stands for the sound—? Yes, this middle letter's name is *ā*, and it stands for the sound *ā*. Now I am going to make a letter which stands for the sound *t*." She prints *t* above James's head, and proceeds as with the other letters.

c. She now calls upon one pupil to give the name of a letter, and upon another to give the sound of the same letter, being careful always that either herself, the pupil speaking, or some other pupil, shall point to the letter upon the blackboard both when its name and when its sound is given. If any child confound the name and the sound of a letter, the teacher illustrates the difference by referring to the *name* of the boy who stands for the letter, and then calling upon him to give the *sound*. By reviewing each letter several times, she can give each individual in the class an opportunity to recite.

This exercise should be repeated from time to time until the teacher is quite sure that all the children comprehend the difference between the name of the letter and the sound which the letter represents.

CHART XII.*

I. *a.* A STORY.—“One day a little white kitten, named Snowball, was playing in the yard. The air was chilly, and soon little Snowball was quite cold. She looked about for a place where she could lie down in the sunshine, and get warm. The ground was frozen, the steps were damp; so she did not lie down on either of these, but ran and curled herself up on something that was lying on the top step just in front of the door. What do you think it was that she lay upon? Yes, it was a *mat*. Do you remember a lesson you had on the word *mat*? Would you know the word if you should see it?” The teacher opens the Chart, and lets them find it.

b. Review of object-lesson on the word *mat*.

c. Phonic analysis of the word *mat*, as illustrated in Chart XI.

II. *a.* A STORY AND LANGUAGE-LESSON COMBINED.—“Once a little old woman lived in a little old house, at the foot of a hill. This little old woman had a little red cow, and every night and morning she went out to milk the cow. Now, when the little old woman milked the little red cow, she always sat on a little three-legged stool, and milked the milk into a— How many can tell what she milked the milk into? Yes, I know you know, Anna, and you too, Bessie—and Eddie knows too; but you must not tell yet. I wish to give the others a chance to think of it for themselves. Think a minute, children. Did you ever see anybody milk a cow? Did you ever see the picture of anybody milking a cow? Now, every one who can tell what the little old woman milked the milk into may raise a hand. One,

* See next page.

No. XII.

The correct pronunciation of the new sound to be obtained from the analysed word. This exercise to be followed by a drill upon the sound of the letter as it stands alone.

New words to be made with the new sounds combined with a.

mat = m a t = m & a & t

pan = p a n = p & a & n

p p p t t t

p & a & t = p a t = pat



I pat my 



man = m a n = m & a & n

cat = c a t = c & a & t

c c c n n n

c & a & n = c a n = can

can Lily pat my ?

two, three, four, five—oh! so many hands! Now, Anna, you may tell what you think.” Anna thinks it was a pail. “How many think it was a pail? Yes, it was a pail. When the little old woman milked the little red cow, she always sat on a little three-legged stool, and milked the milk into a pail. When the little old woman had finished milking the cow, she always carried the pail into the house, and poured the milk into a— Who can tell me what she poured the milk into?” Harry says it was a pitcher. “No, she did not pour the milk into a pitcher.” Emma says a crock. “No, this little old woman did not pour her milk into a crock.” Anna says it was a pan. “Yes, the little old woman poured the milk into a pan. What kind of a pan do you think it was? Yes, it was a tin pan—a bright tin pan. The little old woman always poured her milk into a bright tin pan. How many of you ever saw a tin pan? How many ever saw an iron pan? When you go home to-day you may ask mother to show you which is the tin pan and which is the iron pan. *Pan!* that is a new word, which you do not know how to read yet. I will teach it to you.” And she shows it to them on the Chart.

b. Object-lesson on the word *pan*.

c. Phonic analysis of the word *pan*.

d. Drill in sounding the letters *p* and *t*.

III. *a.* Making the new word *pat*. “We have the three sounds *p* and *t* and *ă*; let us see what word we can make of them.” Similar to specimen-lesson on page 44.

b. A STORY.—“Once there was a little boy named John, and he had a big black dog named Carlo. When Carlo was glad to see John, he used to lick his face. When John was glad to see Carlo, he used to—” Here the

a A

r R

t T



A  is on the .

The cat is on a .

The man has a  and a .

A  is in the .

A DRILL EXERCISE.

Words to be analyzed on the blackboard and new sounds learned.

and sand
hand stand

New sounds.
h s d

A TEST EXERCISE.

For test of the child's power to make out new words composed only of known sounds.

hat sat mad had

teacher gently pats the head of a child, and the children complete the sentence.

c. LANGUAGE-LESSON.—Pointing to the picture of the boy patting the dog, she asks the children to tell her a story about it; lets half a dozen tell stories, if they can. If the children are not ready at this, she helps them. “Whose dog is this? What does the boy do to him? Why does he pat him?” etc. Pointing to the other picture, she asks, “Who can tell something about this girl and her lamb?” etc.

d. Reading the sentence containing the word *pat*.

IV. *a.* The words *man* and *cat* are studied in the same manner as were the other words.

b. Drill in sounding *c* and *n*.

V. *a.* Making the new word *can*.

b. Using the word *can* in oral sentences.

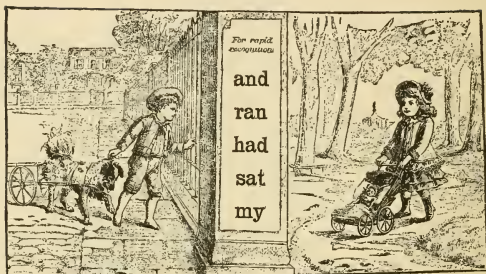
c. Reading the sentence containing *can*.

CHART XIII.

Words to be analyzed upon the blackboard, and new sounds learned.

It is intended that each one of these words shall be learned first as a whole word, and that then there shall be given an object-lesson upon it, by means of which the child shall learn the forms, number, order, and position of its parts, as illustrated on *Chart V*, and that there shall also be given a lesson teaching the correspondence between the printed and the spoken word, as illustrated on *Chart XI*. These lessons can be given best upon the blackboard, because there the word can be visibly separated into its parts. The words should, however, be reviewed upon the Chart,

No. XIV.



his  see her 

See Nat and May!

Nat has a  and a .

May has a  and a .

Can May see Nat?

Can Nat see May?

Words to be analysed on the blackboard and sounded.

man Nat mat

and practice in sounding the letters newly learned should be given from the Chart for reasons already stated.

CHART XIV.

Every opportunity should be seized, and the teacher should use every means which her ingenuity can devise, to practice each child in the *rapid recognition of words which he has already learned*, in order to prevent his acquiring the habit of drawling a word when reading, because he is not *quite* certain that he knows it. *He should be entirely certain and confident.* Each new word added to his reading-vocabulary should be presented to him in so many different ways that it becomes an old acquaintance whom he *instantly* recognizes.

CHART XVI.

Each table of sounds on this Chart contains all the sounds which the children have learned up to this time, so arranged that the children can be drilled upon the separate sounds in any order which the teacher may choose, and upon forming words, also by sounding the letters as the teacher points to them. Such combinations as *car*, which bring in other than the short sound of *a*, should be avoided. *The purpose of this exercise is to develop and quicken the faculties, and not to store the memory with words.* It is *not* designed that these words should be memorized. The following are a few of the combinations of these sounds, which will afford the children the pleasant surprise of making words which they have not yet had: *Snap, ham, spat, damp, sap, span, camp, tan, ram, tap, cramp.*

The columns of words, to be pronounced at sight and *not* sounded, contain not only those words which the child has

not and should not attempt to sound at this time, but also some which he has already learned by sound. The purpose here, as in all similar exercises, is to drill the children in quickness of recognizing words as wholes, without reference to their ability to sound them. Exercises of this kind I have entitled, as in Chart XIV, RAPID RECOGNITION.

In the TEST EXERCISE, however, the directly opposite plan should be pursued: the children should sound the word before attempting to pronounce it, and should be permitted, if not required, to make out the word without any assistance.

CHART XVIII.

The words are placed upon the pictures in this chart, to keep before the children the idea that the word should call up the image of the object just as the picture does, and at the same time to interest and give variety. The pictures of the cat are given to illustrate the use of the word *this*. All the words at the head of this lesson are to be learned by sight alone, and, standing out prominently as they do, afford good opportunity for special drill in the forming of mental pictures. In conducting this exercise, it would be well to cover all the words except the one upon which it is desired to fix the attention of the children.

CHART XX.

By the *transformation of words* is meant the erasing of one part of a word and replacing it by some other letter or letters, forming thus a new word. This is, of course, blackboard-work. For instance, the teacher prints upon the blackboard the word *bag*, erases *b*, and calls upon the children to give another sound in place of the sound of *b*;

then she prints in place of *b* the letter whose sound they give, and allows them to tell the word. Sometimes they will discover that the sound they give does not make a word. Only those words which may be readily comprehended by the children should receive attention. The sounds the children have learned up to this time are *a, r, t, p, n, c, m, h, s, d, f, l, g, th, b*, and *ck*. Take the ending *ag* and place before it certain of the known sounds, and we have of words familiar to the children, or easily understood by them, the new words *tag, nag, gag, sag, lag, drag, stag, snag*; take *ack*, and we have *rack, pack, hack, sack, stack, lack*; take *ad*, and we have *pad, lad, bad, clad*; take *and*, and we have *land, strand, brand*; take *ab*, and we have *tab, cab, dab, slab, blab*. The purpose of this exercise, also, is *to develop and quicken the faculties, and not to store the memory with words*.

To learn lists of words bearing resemblance to each other has a tendency to paralyze the memory, and the author is therefore greatly desirous to have it understood that it is not the purpose here to add to the children's vocabulary, but to give them a bright, rapid word-game, which shall develop their power over the sounds of the letters, and make them quick to see their relations in the combinations which make words—a quick, vigorous exercise, like a calisthenic game, to meet the need of the hour, and then be dropped into the past, to be renewed in some other form at some other time.

A child can learn that the contraction *Mr.* stands for the spoken word *mister* quite as easily as an adult can; perhaps more easily. Of course, no attempt should be made at this stage to sound this word.

CHART XXI.

The story of the picture should be told either by the teacher or the children. The children should be drilled in giving the sounds clearly and forcibly, yet quickly. It will add zest and sprightliness to the exercise to pretend that, if the children are not quick in giving the sounds, the little girl in the picture will rub out the letters before they can sound them.

Words should be formed by giving the sounds as the teacher points to the letters. Below are some words not included in the test exercise, and which have not been given previously, that can be made from the sounds presented on this Chart. As in Chart XVI and Chart XX, the purpose here is *to develop and quicken the faculties, and not to lay up store of words*; therefore these words should *not* be memorized: *plat, bran, slam, scamp, scalp, smack, clam, lag, scab, slap, plan, cram.*

CHART XXII.

This Chart introduces the new vowel-sound *ě*, and the same plan of teaching the words containing this sound is pursued as was followed with the words containing *ǎ*. The words are to be learned as wholes. The sound *ě* is to be obtained from the analysis of the words containing it. Such words as *hen* and *ten*, which can scarcely be mispronounced, give the children a standard for the short sound of *e*.

These outlines of lessons, as thus far given, cover and illustrate the entire plan of the Charts.

REQUISITES FOR PRIMARY SCHOOLS.

1. **Appletons' First and Second Readers** are just what every Primary teacher needs.
 2. **Appletons' Reading Charts** are indispensable in every school-room.
 3. **Stickney's "Child's Book of Language"** is especially adapted for Primary work.
 4. **Ballard's Word-Writer** combines Spelling, Writing, and Grammar in one book, for ten cents.
 5. **Quackenbos's Elementary History** makes a very interesting Reader for supplementary reading for children.
 6. **Appletons' Standard Lead-pencil Course in Penmanship** makes the first steps in Writing as easy and attractive as the first steps in Reading.
 7. **The Kindergarten Drawing-Cards** offer pleasing, simple combinations, to attract the child while cultivating his attention, judgment, imagination, and hand-movements.
 8. **The "Standard Elementary Geography"** is the latest on this subject; and is the freshest, most beautiful, and practical Geography, for primary schools, published. It is arranged according to the most approved methods, and indorsed by all progressive teachers.
-

For Descriptive Circulars, address

D. APPLETON & CO.,

1, 3, & 5 BOND STREET, NEW YORK.

DRAWING.

PROF. HERMANN KRÜSI'S GRADED SERIES.

Easy Drawing-Lessons, for Kindergarten and Primary Schools.
Three Parts. 15 cents each.

Synthetic Series. Four Books. 15 cents each.

Analytic Series. Six Books. 20 cents each.

Perspective Series. Four Books. 27 cents each.

Advanced Perspective and Shading Series. Parts I and II, 27 cents. Parts III and IV, 35 cents.

Manual to each Series. Cloth, 65 cents; paper, 50 cents.

Krüsi's New System of Drawing is pre-eminently adapted to meet the wants of our public-school instruction in this branch.

It is strictly progressive, and adapted to every grade, from the primary classes to the higher departments of the high school.

Green's Primary Drawing Cards. For Slate and Black-board Exercise. 10 cents each.

Textile Designs. By Prof. CHAS. KASTNER, Massachusetts Institute of Technology. Per set, \$2.00.

Outline and Relief Designs. By Prof. E. C. CLEAVES, Cornell University. Per set, \$2.40.

Mechanical Drawing. By Prof. F. B. MORSE, Massachusetts Institute of Technology. Per set, \$2.10.

Architectural Drawing. By Prof. CHAS. BABCOCK, Cornell University. Nine Books. Each, 45 cents.

ELOCUTION AND MUSIC.

Pieces to Speak; and How to Speak Them. A Series of Choice Selections for Elocutionary Exercises, with Hints for Delivery.
By HARLAN H. BALLARD.

Part I. For children over 12; **Part II.** For children under 12; **Part III.** Dialogues for Two Boys from 12 to 16; **Part IV.** Dialogues for Two Girls from 12 to 16; **Part V.** Humorous. Price, per part, 20 cts.

The Song Wave. For School and Home. A choice collection of Ballads, Songs, Duets, etc. By H. S. PERKINS, E. V. DE GRAFF, and H. J. DANFORTH. Price, 75 cents. *Just published.*

D. APPLETON & CO., Publishers.

IN GREAT DEMAND.

Appletons' Elementary Reading Charts.

Forty-six Numbers.

Prepared by REBECCA D. RICKOFF.

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

CHARTS

Designed to make learning to read a pleasant occupation.

Designed to cultivate the observing powers of children.

Designed to teach young minds how to *think*.

Designed to educate the child by philosophical methods.

Designed to furnish the primary classes with a variety of interesting exercises in school-hours.

Every step in advance is in a logical order of progression and development.

Pictures and picture-phrases are employed to add interest and sprightliness to the reading-lesson.

The beautiful and significant illustrations are an especially noticeable and attractive feature of these charts.

Every chart in the series has in view a definite object, which is thoroughly and systematically developed.

They are in accord with the educational spirit of the day, and with the methods followed by the best instructors.

They are the only charts planned with special reference to the *cultivation of language* and the *power of expression*.

They follow the natural method of teaching, appealing to those faculties of the child that are most easily awakened, and inciting correct mental processes at the outset.

These charts introduce a new and improved mode of suspension while in use, a feature of much practical value.

These charts should be in every primary-school room in the country.

LIBRARY OF CONGRESS



0 019 843 642 2

